

*Mount Blue High School*

*This unit aims to show how the United States transitions from one major event in history to another by analyzing the economic, cultural, and political changes that occurred in the United States as it transitioned from the Great Depression to World War II, and from World War II to the Cold War. Students will analyze how the economy climbed out of the Great Depression because of America's entrance into World War II. The unit it will also cover American culture during World War II, as well as how the war affected different kinds of Americans (such as Japanese Americans, women, the working class, ect..). Students will also analyze how the aftermath of World War II set the stage for the Cold War. As students learn this, they will begin to look at how each event of the Cold War was part of a snow ball effect that added more and more tension between Russia and the United States. It is important to understand both World War II and the Cold War in both American history and world history, as well as the lasting impacts of these two events.*

*9-11*

*History / Social Studies*

*World War II to Cold War*

*World War II, Cold War, United States History*

*Cory McCullough*

*15 - 19*

*• describe that World War II changed homeland America  
• make sense of the United States' impact on World War II  
• decide the extent of which the United States changed the course of the war.  
• analyze the transition from one major world event to another.*  
*• imagine the lives of Americans during World War II.  
• reflect on the long lasting impacts of the Cold War*

*• Important People and Events: FDR, Hoover, Truman, Eisenhower, JFK, Stalin, Patton, Hitler, Mussolini, Churchill, Zedong, Ho Chi Minh, Nikita Khrushchev, Nixon...  
• Sequences and Timelines: Great Depression, World War II, World War II battles (Midway, D-day, Stalingrad, invasion of Poland, Battle of the Bulge...), Pairs Peace Conference, the Cold War (Korean War, Warsaw Pact, Truman Doctrine, Cuban Missile Crisis, Vietnam War)....  
• Critical Details: Great Depression economy, American culture during World War II, American culture during the Cold War, Cold War Politics...*

***Grade Level:****9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.****Performance******Indicators:****a, b, c, d*

***Maine Learning Results******Content Area:****Social Studies****Standard Label:****E. History****Standard:****E1, Knowledge, Concepts, Theme, Patterns.*

*• How did entering World War II affect the United States?  
• How did the United States entering the war change the war's dynamic?  
• Why did World War II lead to the Cold War?*

*• World War II brought the United States out of the Great Depression.  
• the Untied States helped turn the tied of World War II.  
• the aftermath of World War II led right into the Cold War.*

*•* ***Pre-Assessment:*** *Survey  
•* ***Checking for Understanding****: 3 minute pause, 3-2-1, cubing, likerest scale, i have a question who has the answer, take and pass.  
•* ***Timely Feedback:*** *Self, Peer, teacher*

*• Podcast - Students will make a podcast describing everyday events for before and after America's entrance in World War II.  
• Wiki Debate - Students will debate on a comment section in a wiki about whether or no the outcome of the war would have been different if America hadn't entered World War II.  
• Slide Show - Students will present their opinion on the level the United States affected the Allies' war effort in World War II.  
• Skype Interview - Students will video chat with someone who lived through either the Cold War or World War II.  
• Comic - Students will create and present to their classmates a comic strip describing aspects of everyday Americans' lives during World War II.  
• Timeline - Students will make a timeline electronically of the Cold War and how each event added more tension to each side.*

***Standards:***

***Presentation Rubric:*** *• Enthusiasm - 15%  
• Preparedness - 30%  
• Speaks Clearly - 15%  
• Comprehension - 20%  
• Listens to Other Presentations - 10%  
• Volume - 10%*

***Product Rubric:*** *• Content - 25%  
• Organization - 20%  
• Originality - 15%  
• Bibliography - 10%  
• On Task - 10%  
• Requirements - 20%*

***Goal:****The goal is to make a podcast authentic to a 1950's radio show that shows understanding of how the USA transitioned from the Great Depression to World War II, how the United States Affected World War II, and how World War II led to the Cold War.****Role:****Students will take on the role of a radio broadcaster.****Audience:****A committee for the History Channel Website will be judging their podcast.****Situation:****The History Channel wants to make a podcast series explaining history through broadcasts traditional to the time period the podcast is talking about.****Product/Presentation:****Students will make a podcast and then present it to their peers*

* *Speaks Clearly – 15%*
* *Listens to Other Presentations – 10%*
* *Volume – 10%*
* *Preparedness – 30%*
* *Comprehension – 20%*
* *Enthusiasm – 15%*
* *Originality – 15%*
* *Bibliography – 10%*
* *On Task – 10%*
* *Content – 25%*
* *Organization – 20%*
* *Requirements – 20%*

**Presentation Criteria**

**Product Criteria**

*Oral Presentation*

*Podcast*

*There has been a massive movement toward creating entertaining ways to teach Americans about the history of the United States. To fallow this movement, the History Channel wants to make a podcast series on their website explaining history through broadcasts true to the time period they are referring to. They are asking broadcasters to make a radio show true to the 1950's talking about how the United States got to where it was at the time. They want the broadcast to talk about the major events of World War II and World War II led into the Cold War. Each entry will be reviewed by a board of history experts will assess the accuracy of each entry's content and how true to the 1950's they are. The winner will be the podcast that concisely delivers the most accurate information about the subject and creatively captures the culture of a 1950's radio show. Whoever wins tis contest will be offered contract with the History Channel to create the rest of the podcasts for this series and other podcast series. This is a huge break for any broadcaster like yourself, so wining this contest is very important to you! Make sure your podcast has accurate and concise content, is true to the 1950's, and in entertaining, and you will be the winner!*

* *How did the United Sates entering World War II end the Great Depression?*
* *What are major events of World War II?*
* *How did the aftermath of World War II lead to the Cold War?*
* *The Great Depression*
* *World War II*
* *The Cold War*

*Knowledge, Concepts, Themes, Pattern*

* *Understanding #1: World War II helped bring the United States our of the Great Depression.*
* *Understanding #2: The United States helped turn the tied of World War II.*
* *Understanding #3: The aftermath of World War II led right into the Cold War.*

***By what criteria will student products/performances be evaluated?***

***Lesson 1***

***(W)****1.1 Students will understand that World War II brought the United States out of the Great Depression.****(Where)****It is important for students to understand how the Great Depression transitions into World War II.****(Why)***Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.***(What)******(H)****1.2 It is important to understand how quickly a country can change after one event. A good example to use here is 9/11.****(E)****1.3 Students will know FDR, Hoover, Truman, Great Depression economy, American culture during World War II, Pearl Harbor.... (****Equip****). Students will use a*[*T-Chart*](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)*to compare life in America during the Great Depression and World War II. Students will use the cooperative game*[*Give One, Get One*](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf)*to review information about the transition in the culture and economy of the United States from the Great Depression and World War II. (****Explore****) Students will work in groups to make a podcast describing America's culture and economy before and after America's entrance in World War II .Students will also create and present to their classmates a comic strip describing aspects of everyday Americans' lives during World War II.(****Experience****)****(R)****1.4 The teacher will use*[*Oral Questioning*](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)*to make sure students are fallowing what we are talking about when it comes to American culture before and after the start of World War II. The teacher will also use*[*Take and Pass*](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)*at the end of a lesson to see how much information the students retained.(****Rethink),****Students will also be using a check list to give feedback to their classmates based on their comic and podcast.****(Rethink/Revise),****The teacher will give students written feedback based on a check list of what they needed for the comic and podcast (****Revise****/****Refine****).****(E-2)****1.5****Formative Assessment:******Pre-Assessment:****Students will take a survey about general information about American culture during World War II and the Cold War, and America's involvement both events.****Checking for Understanding****: Oral Questioning and Take and Pass.****Timely Feedback:****peer, teacher****(Evaluate****)****(T)****1.6****Tailors******Verbal:****At the start of the unit, students will read an*[*article*](http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii)*about a basic overview of life for the average American during World War II.****Logic:****Students have to think deeply about how America changed from the Great Depression and World War II.****Visual:****During the lesson, the teacher will use political cartoons to show the propaganda that raised moral during World War II.****Musical:****To start the lesson, the teacher will use a song from the time period to show part of the culture of America during World War II.****Intrapersonal:****Students will work on their own to make a comic describing every day life during World War II.****Interpersonal:****Students will work in groups to make a podcast describing America's culture and economy before and after America's entrance in World War II.****(O)****1.7 Students will be able to describe that World War II changed homeland America and imagine the lives of Americans during World War II. (****Explanation and Empathy****)****Product****: Comic and Podcast****Number of Days****: 3-4 (****Organize)***



# *Lesson 2*

***(W)****2.1 Students understand that the Untied States helped turn the tied of World War II.****(Where)****, It is important for students to understand turning points in history.****(Why)****,*Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.***(What****)****(H)****2.2 World War II is one of, if not the most important event in modern history. Even some problems today have roots to World War II. (****Hook)******(E)****2.3 Students will know Hitler, Mussolini, Churchill, Zedong, Ho Chi Minh, FDR, Putton, World War II, World War II battles (Midway, D-day, Stalingrad, invasion of Poland, Battle of the Bulge...), Pairs Peace Conference...****(Equip).****Students will use a*[*Fact Opinion Chart*](http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf)*to write down the major battles that the United States partook in, and then write their opinion on how much the USA affected these battles. Once completed, students will share their information and opinions with each other through a*[*Pair Discussion*](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf)*, and see if either partner missed a major event.****(Explore)****Students will participate in a wiki debate about how much the United States affected World War II. After this, students will create a slide show presentation where they explain their reasoning behind how much they think the United States affected the war****(Experience).******(R)****2.4 I will use*[*Cubing*](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)*to make sure students understand the reading materials and major events during World War II****(Rethink).****Students will use a check list to evaluate their peers on their wiki posts and slide show presentation****(Rethink/Revise).****I will also be giving written feedback based on a similar checklist of what the students need to improve upon when it comes to their wiki debate and slideshow****(Revise/Refine)****.****(E-2)****2.5****Formative Assessment:******Checking for Understanding:****Cubing and****Timely Feedback:****Peer, Teacher.****(T)****2.6****Tailors******Verbal:****The teacher will lecture about the major events of World War II and then allow the students to think about the level in which the United States impacted it.****Logic:****Students will analyze each major event during World War II and decide how big of an impact the USA had on it.****Visual:****We will look at maps of battles and battle strategies from World War II, such as the beaches of Normandy.****Intrapersonal:****Students will work on their own to build their opinion on the level of impact the United States had on World War II and make their slideshow a bout it on their own.****Interpersonal:****Students will be debating with their classmates on a wiki comment section about the impact the United Sates had on World War II.****Naturalist:****During the lesson, the class will talk about some of the terrain and weather of important events during World War II (example: the extremely cold winter that stopped the Nazi advance into Russia).****(O)****2.7 Students will be able to decide and make sense of the impact the United States had on World War II.****(Application and Interpretation) Product:****Wiki Debate and Slideshow****Time:****3-4 days (****Organize****)*



# *Lesson 3*

***(W)****3.1 Students understand that the Untied States helped turn the tied of World War II and the aftermath of World War II led right into the Cold War.****(Where)****, Every American should understand how the end of World War II started one of the largest political conflicts the United States has been in.****(Why)****,*Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.***(What****)****(H)****3.2 I will be using a meme to hopefully get the students attention with humor. (****Hook)******(E)****3.3 Students will know American culture during World War II, American culture during the Cold War, Cold War Politics, Churchill, Truman, Stalin...  
(****Equip****) Students will use a*[*Venn Diagram*](http://www.eduplace.com/graphicorganizer/pdf/venn.pdf)*to compare and contrast American society and politics during World War II and the Cold War. Students will share the information they find using a*[*Popcorn Share*](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf)*.****(Explore)****Students will video chat with someone who lived through either the Cold War or World War II. This will give students a primary source of information about the time period.****(Experience)******(R)****3.4 One checking for understanding I will use is*[*3-2-1*](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)*, which I will ask the students to fill out on an index card at the end of a class to check and see if they understand the material. The second one is*[*I have a question, who has the answer?*](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)*. With this one, students will be given notecards talking about facts about the transition from World War II and the Cold War, and they will have to find the corresponding fact. (****Rethink),****Students will self evaluate the questions they asked and the information they received using a check list****(Rethink/Revise),****I will be using a check list to to give written feedback on their interview notes. (****Revise****/****Refine****)****(E-2)****3.5****Formative Assessment:****Skype Interview****Checking for Understanding:****3-2-1, "I have a question, who has the answer?"****Timely Feedback:****Teacher and Self****(T)****3.6****Tailors******Verbal:****Students will read*[*notes taken*](http://avalon.law.yale.edu/subject_menus/decade.asp)*during the peace negotiations after World War II.****Logic:****Students will compare and contrast American culture and politics during World War II and the Cold War.****Musical:****The class will listen to music the Cold War Era, especially music that protest certain political actions during the Cold War.****Kinesthestic:****Students will be moving when they have to get up and share their ideas about comparing and contrasting American life during World War II and the Cold war during the popcorn share.****Intrapersonal:****Students will initially fill out their venn diagram comparing and contrasting American society during World War II and the Cold War on their own before sharing their ideas.****Interpersonal:****Students will interact with someone who lived during the Cold War or World War II to get a better understanding of how life was during either event.****(O)****3.7 Students will be able to analyze the transition from one major world event to another.****(Perspective)******Product:****Skype,****Number of Days:****2-3 (****Organize****)*



# *Lesson 4*

***(W)****4.1 Students understand that the aftermath of World War II led right into the Cold War.****(Where)****, The Cold War is important to study because the world is still dealing last affects from the Cold War.****(Why)****,*Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.***(What****)****(H)****4.2 I will start the hook with the reason why the cold war is important to study; the world is still dealing with many repercussions of the Cold War.(****Hook)******(E)****4.3 Students will know Pairs Peace Conference, the Cold War (Korean War, Warsaw Pact, Truman Doctrine, Cuban Missile Crisis, Vietnam War, Nikita Khrushchev, Nixon, JFK, Stalin... (****Equip****) Students will use a*[*Sequence Chart*](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf)*to keep track of the order of the major events of the Cold War. After this is filled out, we will do a*[*Rally Robin*](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf)*to figure out how each event was part of a domino effect that slowly added more and more tension between Russia and the United States. (****Explore****) Students will make a timeline electronically of the Cold War and how each event added more tension to each side.****(Experience)******(R)****4.4 I will use a*[*3-minute Pause*](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)*so students can reflect as we work on the lesson. (****Rethink),****Students will assess their classmates' timelines using a check list****(Rethink/Revise),****I will be writing feedback on a rubric (****Revise****/****Refine****).****(E-2)****4.5****Formative Assessment:****Timeline****Checking for Understanding:****3-minute pause and****Timely Feedback:****Teacher and Self****(T)****4.6****Tailors******Logic:****Students will analyze how each event during the Cold War added more and more tension between the United States and Soviet Russia.****Visual:****Students will look at United States propaganda related to the Cold War.****Kinesthestic:****Students will role play being different delegates from each country that attended the Paris Peace Conference and react it.****Intrapersonal:****Students will work on their own to create their timelines of the Cold War.****Interpersonal:****Students will participate in a Rally Robin to figure out how each event was a part of a domino effect that slowly added more and more tension between Russia and the United States.****Naturalist:****The class will discuss the terrain of certain places that were significant to the Cold War, such as Vietnam.****(O)****4.7 Students will be able to reflect on the long lasting impacts of the Cold War.****(Self-Knowledge)******Product:****Timeline,****Number of Days:****3-4 (****Organize****)*

*Lesson 4*

*4.1 The contributing factors to the start of the Cold War (W)*

*4.2 World is still dealing with the repercussions of the Cold War.*

*4.3 Sequence Chart and Rally Robin (E)*

*4.4 3-minute Pause (R)*

*4.5 Teacher and Self (E-2)*

*4.7 Self Knowledge (O)*

*3-4 Days*

*Lesson 3*

*3.1 USA’s affect of WWII and how it played into the Cold War (W)*

*3.2 Meme for humor (H)*

*3.3 Venn Diagram and Popcorn Share (E)*

*3.4 3-2-1 and “I have a question, who has the answer?”(R)*

*3.5 Teacher and Self (E-2)*

*3.7 Perspective (O)*

*2-3 Days*

*Lesson 2*

*2.1 USA’s participation in WWII (W)*

*2.2 WWII’s aftermath still effects us today (H)*

*2.3 Fact Opinion Chart and Pair Discussion ((E)*

*2.4 Cubing (R)*

*2.5 Peer and Teacher ((E-2)*

*2.7 Application and Interpretation (O)*

*3-4 Days*

*Presentation*

*Presentation*

*Work Session*

*Work Session*

*Lesson 1*

* 1. *WWII culture and Economy (W)*
  2. *How quickly countries change (H)*
  3. *T-Chart and Give one, get one (E)*
  4. *Oral Questioning and Take and Pass (R)*
  5. *Peer and Teacher (E-2)*
  6. *Explanation and Empathy (O)*

*3-4 Days*